



Meeting the Needs of All Learners

Differentiating Assignments

Presented by

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Which ones could you already explain to a partner?

remediation

TicTacToe Assignments

enrichment

Learning Styles

MI'S

Menu Choice Board

Scaffolding

Tiering Assignments

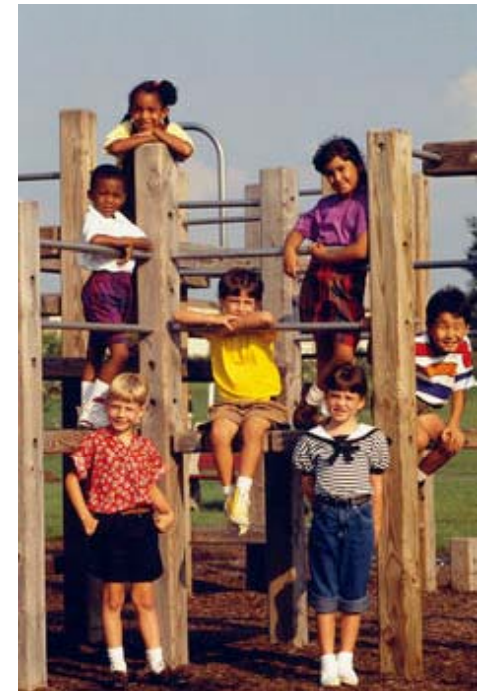
Culturally Responsive

Differentiation depends on a classroom climate that says all students may not receive the same assignment all the time.

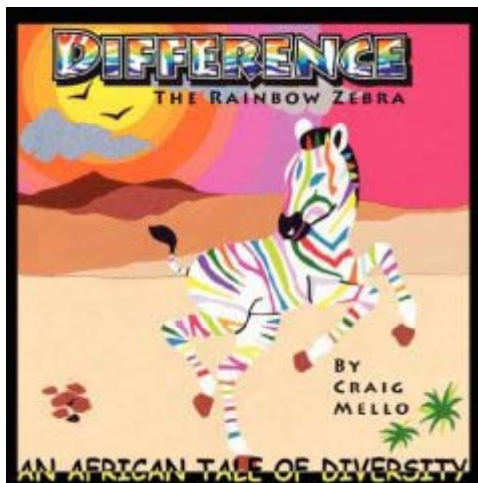
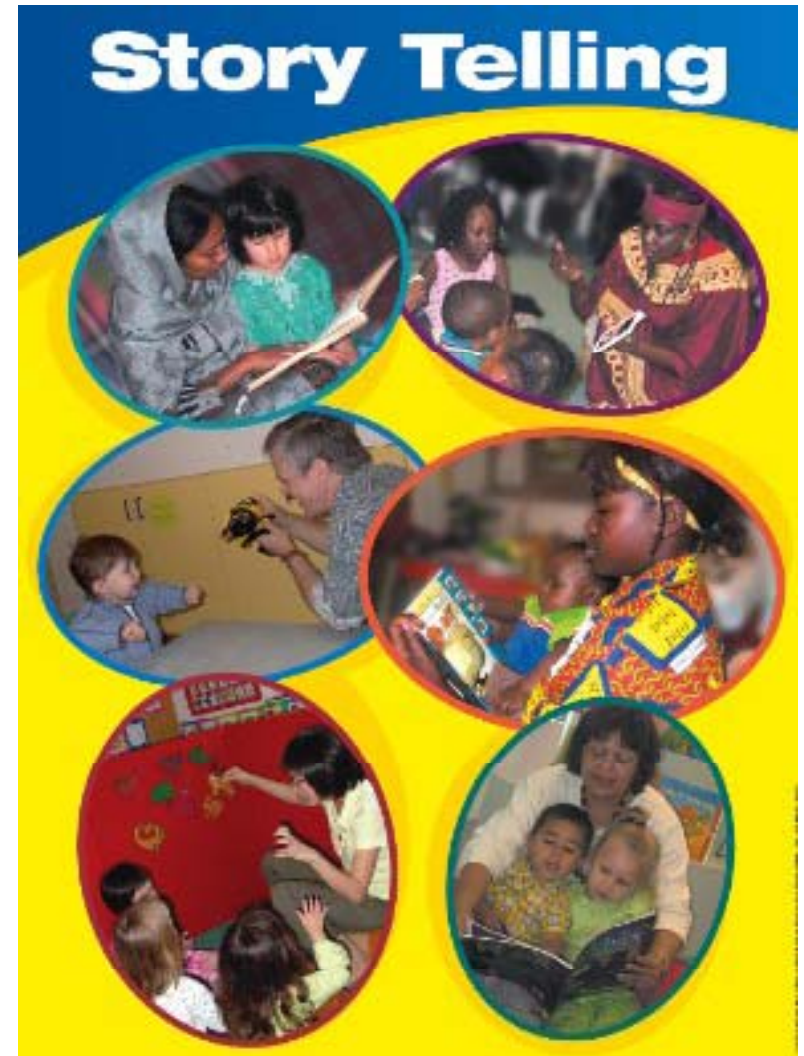
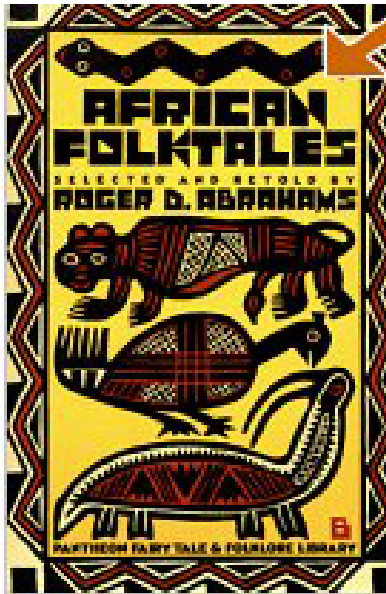
- Students are working on the same skill but they may be learning, practicing and summarizing the skills in different ways.
- Assignments may be varied based on:
 - background knowledge
 - learning styles/preferences
 - Interests
 - collaborative groupings
 - products/materials

Differentiating is also being culturally responsive

- Climate of respect
- High expectations for all
- Positive perspectives on parents and families
- Student centered instruction
- Learning within the context of culture



<http://www.alliance.brown.edu/tcl/tl-strategies/crt-principles-prt.shtml>



Teach and Celebrate
Diversity

Think About Your Unit

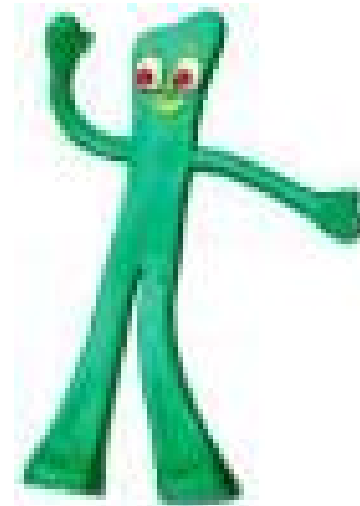


Think and then talk a minute about ways that you can add features to your unit to make it more culturally responsive to your students.

Differentiating Assignments

- Scaffolding
- Choice Assignments
 - Menus
 - Tic-Tac-Toe
 - Contracts
 - Cubing
- Tiered Lessons
 - Leveled assignments
- Compacting
- Flexible Grouping

It's NOT
One Size Fits All



Be Flexible

How do you differentiate a lesson when teaching a skill?

- Checks for prior knowledge
- Whole group instruction
- Constant checks for understanding
- Distribute practice and summarizing
- Determine needs for differentiation in lesson assignments
 - Scaffolding including graphic organizers
 - Flexible Grouping
 - Choices
 - Tiering

Scaffolding

- Temporary support
- Great aid to struggling students
- Keeps student respect
- Use extensively when needed in concept attainment and practice stages



Great Resources

Scaffolding Grade Level Learning – Carolyn D. Boyles

Scaffolding with Technology – Carolyn D. Boyles & Lauri Susi

Scaffolding Strategies

- Set all students up for success – know if the task you are asking is too difficult for the student
- Give additional time to complete an assignment
- Chunk into smaller components - include easy problems/questions at the beginning to build confidence
- Write out mnemonic strategies on page
- Allow a “dumping” time before a quiz or test

More Scaffolding

- Have tiered questions that deal with the same skill
 - assign Form A, B, or C
- Break task into smaller steps - Provide opportunities for smaller chunks on worksheets (do these then check in with me)
- Use step-by-step directions – giving first step
- Use color coding/highlighting
- Give prompts (sticky notes work well)
- Use technology links with additional information or resources
- Give note taking guides
- Give additional models – graphic organizers

Color Coding Parts of Speech

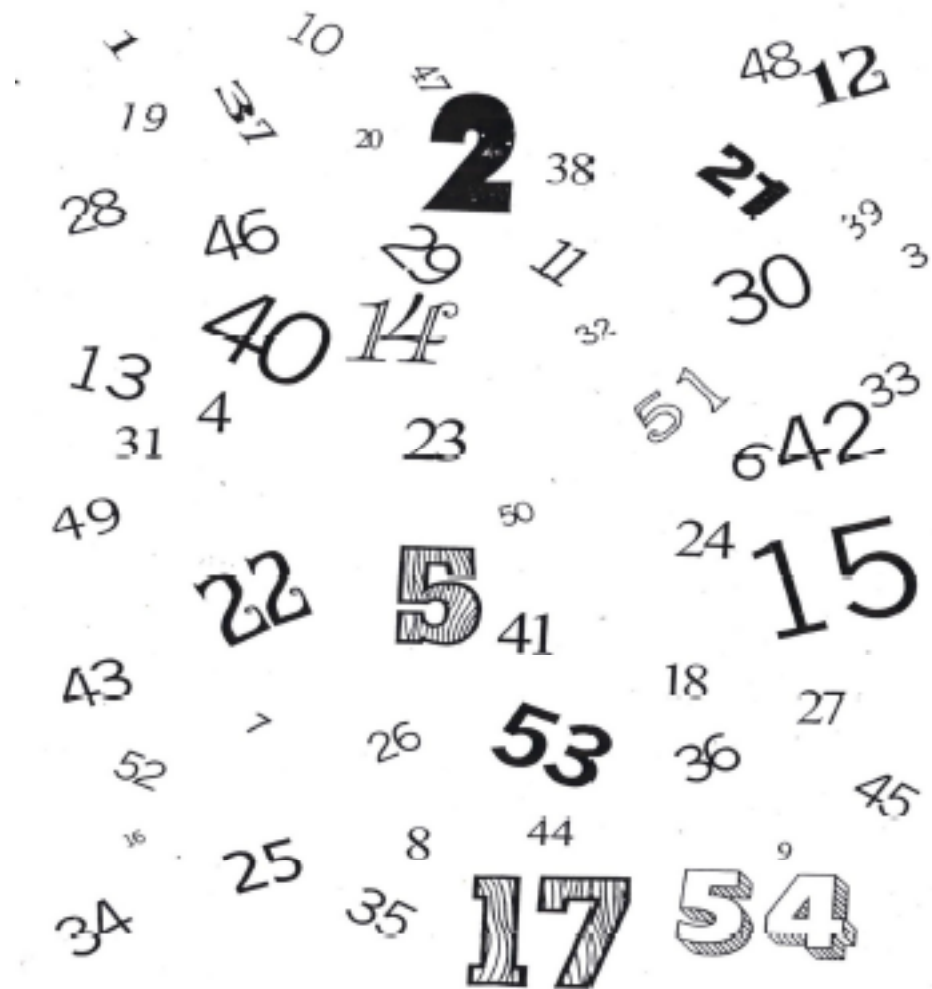
Noun - Dark Blue

Verb - Red

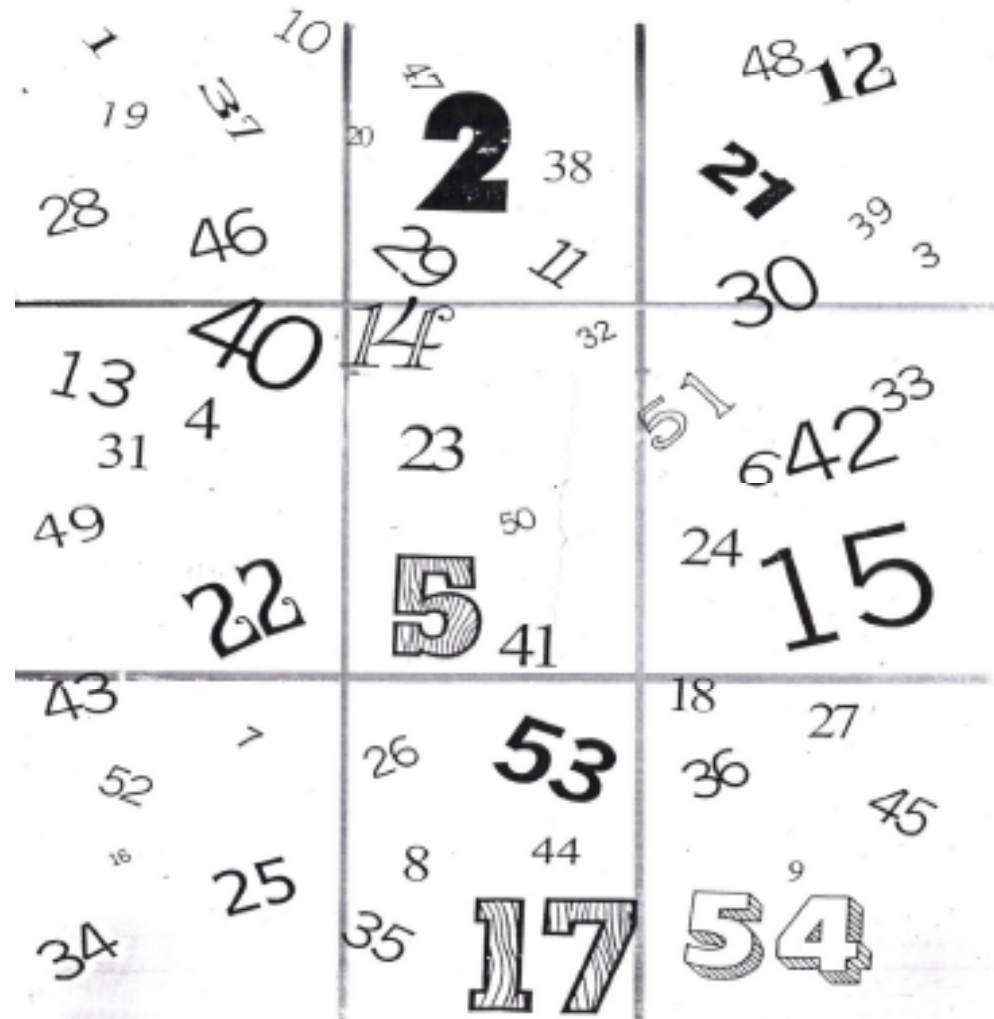
Adjective - Yellow

- Jack **rides** his **shiny, new** **bicycle**.
- Juanita **jumps** on her **big, blue** **trampoline**.
- Marcella **runs** on the **dark, hard** **road**.

Starting with the number 1,
how many numbers can
you find in 30 seconds?



Starting with the number 1,
how many numbers can
you find in 30 seconds?



Extensive Use of Graphic Organizers

Venn Diagrams
Word Maps
Mind maps/webs
Matrix
Story Elements

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 1		
Attribute 1		

Ways to Scaffold:

Using graphic organizers builds a structure for complex information

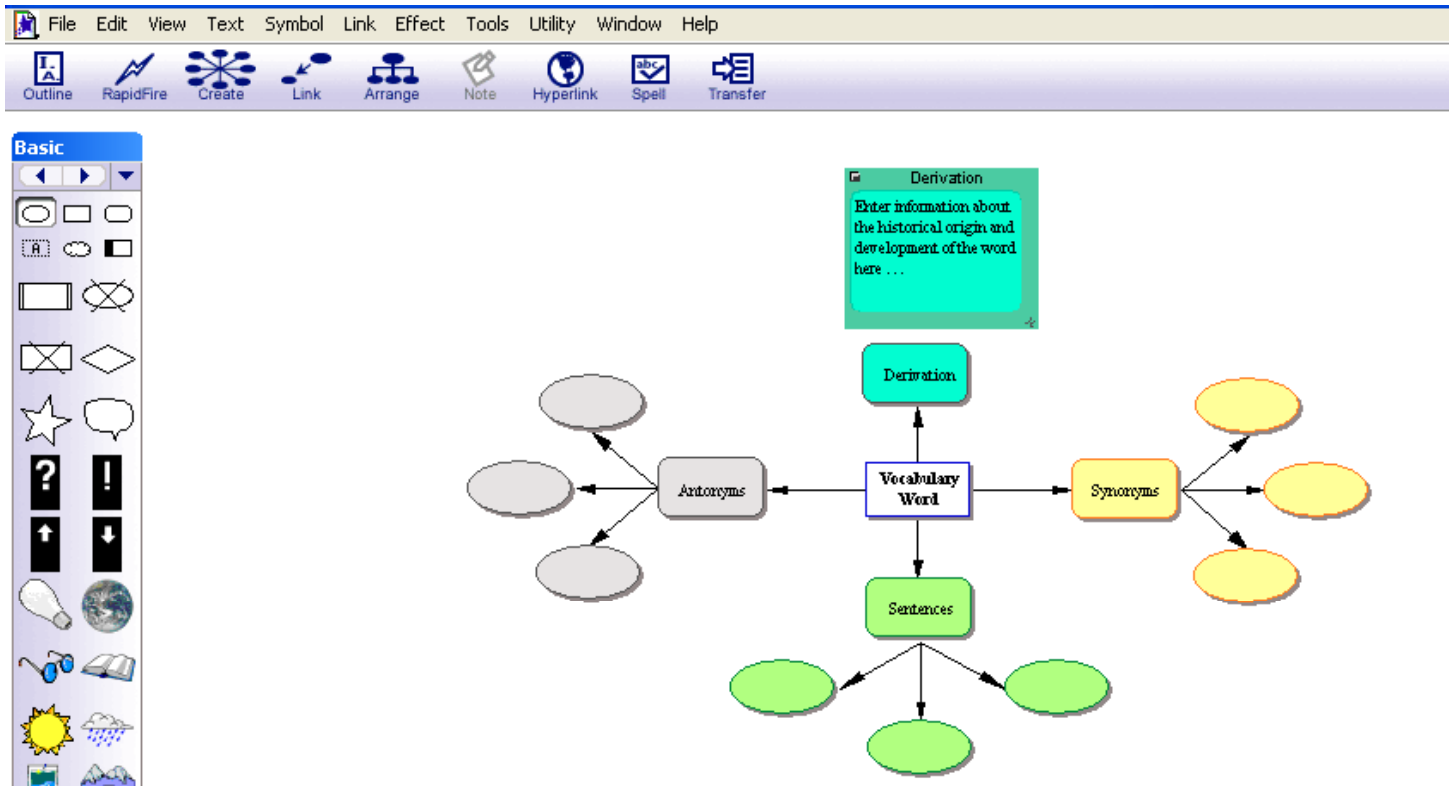
You can partially start subheadings for struggling students

You can color code subheadings

You can require only content “essential” subheadings or fewer items in a subheading

**And don't forget Inspiration or
Kidspiration software for
graphic organizers**

Great teaching tool and kids love it!



Resources

- www.graphic.org
 - Examples and templates
- Wipe off mind mats - www.kaganonline.com
- Great ideas for graphic organizers (says for ESL but very adaptable)
<http://www.esc20.k12.tx.us/bilingualesl/pdf/eslstrategies.pdf>
- *Big Book of Reproducible Graphic Organizers*
by J. Jacobson and D. Raymer
50 templates

A memory test :)

A series of letters will appear on the next slide.

Do not write anything down.

You have five seconds.

Be ready to recall the groups of letters, reading from left to right.

LS DTVF BIJ FKU SA

What were the letters?

You will see the same letters in the same order but grouped differently.

You have five seconds.

Be ready to name the groups.

LSD TV FBI JFK USA

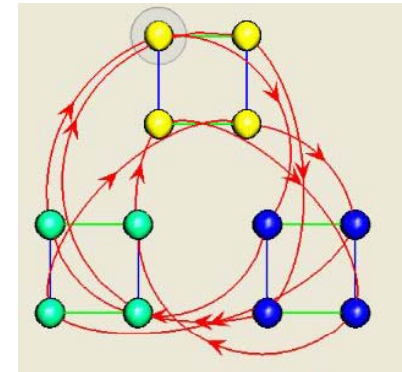
LSD TV FBI JFK USA

LS DTVF BIJ FKU SA

Letters were CHUNKED
in a meaningful way!

CHUNKING

Putting abstract data into manageable groupings improves recall;
It helps the struggling student see how groups fit together.



Use....

Graphic organizers

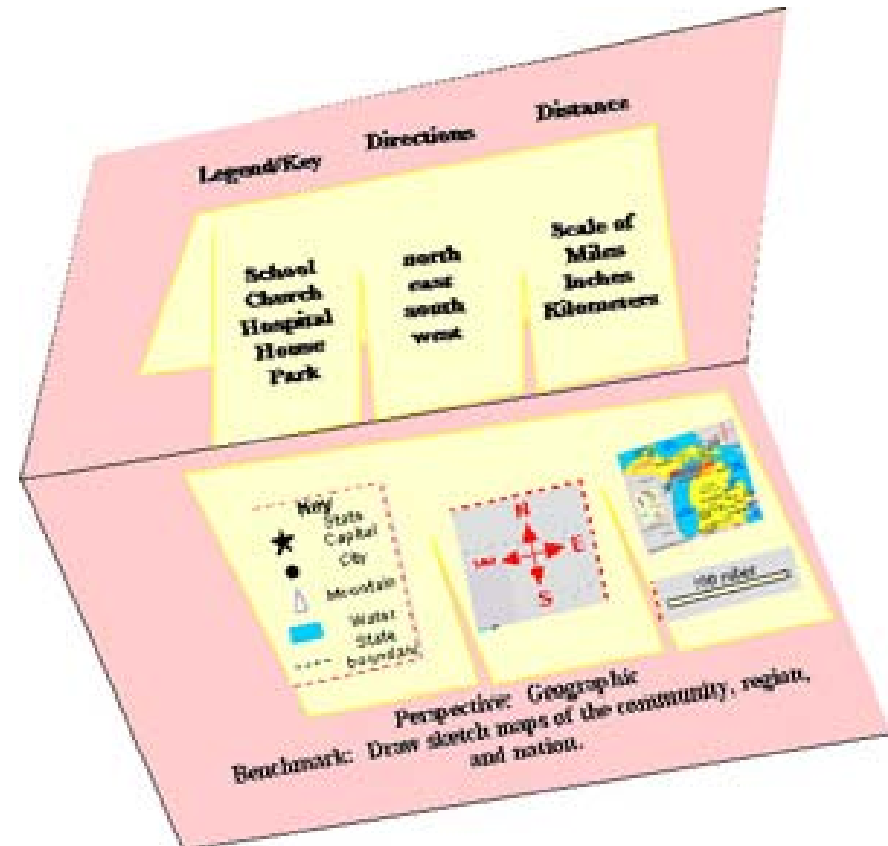
Foldables

Note Takers

Highlighters

Post-its

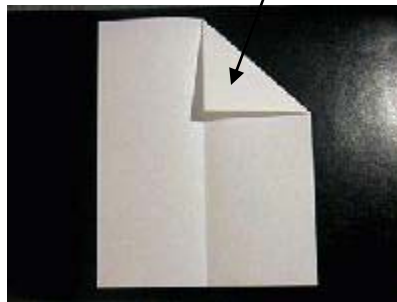
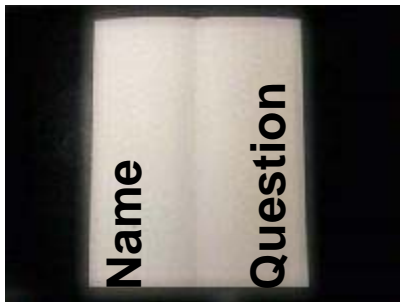
Sorting by categories



Build a Simple Paper Airplane for Review Flight

Put your name and a question on one side

Answer under flap





Adding CHOICE to Assignments

Why Use Them?

- Promotes the brain's desire for choice and adds to memory strength (Bechara, Damasio, & Lee, 1999)
- Helps make connections to something already known
- Promotes higher interest and motivation
- Provides students feelings of control of their own learning
- Gives students opportunities to use their learning strengths

How to Use Choice Assignments

- Start slow if you are not sure of the use of choice – try just giving one or two choices for an assignment
- Provide instruction FIRST to determine readiness for choices
- Use choices AFTER teaching the concept/skill
- Vary choices by readiness, content strands, interests, learning styles, multiple intelligences, etc.
- Model the process of using the choice assignment
- Provide clear instructions including deadlines for completion
- Determine a way to assess the choice assignments and share the assessment strategy with students BEFORE completing the assignments

Ways to Add Choice to Assignments

- Topic choices for reading, writing, projects, and research
- Task cards
- Task folders coded by interest, readiness or learning preferences
- Tic-Tac-Toe assignments
- Menu assignments
- Homework choice options
- Performance task choice

Tic-Tac-Toe or Choice Menus

high	high	high
med	med	med
low	low	low

choice	choice
choice	choice

Appetizer	Visual medium	Auditory medium	Auditory medium
Entree	Visual high	Auditory high	Kinesthetic high
Dessert	Visual easy	Visual easy	Kinesthetic easy

Fractions - Tic-Tac-Toe Assignment

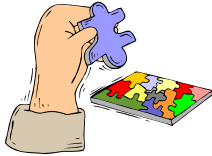








This assignment strategy allows students to select their own preferences but still achieve the targeted essential knowledge and skills.

You must use all the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$ in your assignments.

Create a rap song about the fractions.	Draw candy bars that shows fractions.	Create a chart of the fractions. Include 3 columns with the symbol, what it means and an example.
Write a story about how you use fractions in real life.	Make flash cards of the fractions. Put a picture clue on the back of each card.	Create a mobile of the fractions. Hang a card under each fraction telling what it is.
Show how pizzas could be divided into the fractions.	Work with a friend to create a poem about fractions.	Create a matching game with the fractions and picture cards to match.

Choice Assignments

For K-1 or ESOL Learners

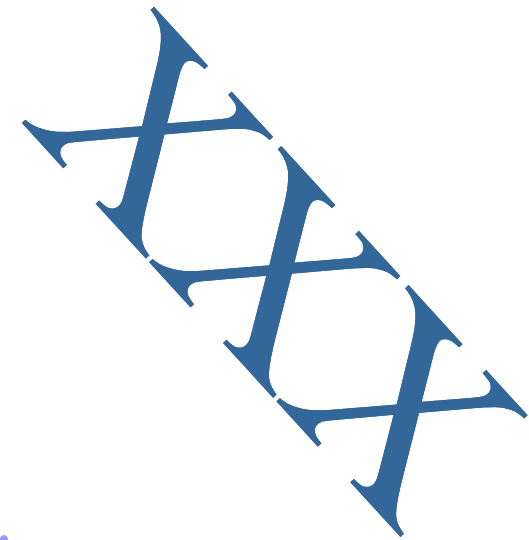
<p>Puzzle</p> 	<p>Draw</p> 	<p>Flash Cards</p> 
<p>Computer</p> 	<p>Write</p> 	<p>Pair</p> 
<p>Read</p> 	<p>Whiteboard</p> 	<p>Music</p> 

TIC TAC TOE CHOICE ASSIGNMENTS

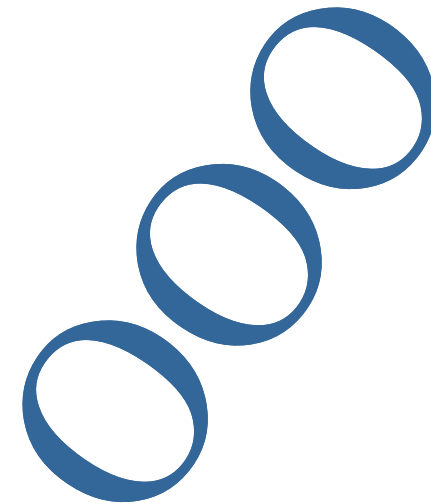
Choice 1 Possible points = _____ Choice 4	Choice 2 Possible points = _____ Choice 5	Choice 3 Possible points = _____ Choice 6
Possible points = _____ Choice 7	Possible points = _____ Choice 8	Possible points = _____ Choice 9

Points for activities: # ____ = _____ pts., # ____ = _____ pts., # ____ = _____ pts.

Name _____ Total Points _____ Grade _____



Choice Templates



Teacher Choice Assignment Idea Starters

Advertisement
Animation
Audio Recording
Billboard
Blog Session
Book
Book Cover
Brochure
Bumper Sticker
Card Game
Cartoon
Collage
Computer Presentation
Crossword Puzzle
Debate
Diagram
Diary
Diorama
Documentary
Dramatization
Essay
Fish Bone Chart

Flip book
Flowchart
Foldable
Frayer Chart
Game
Graphs
Index Card Files
Information Cube
Interview
Internet Research
Invention
Jigsaw Puzzle
Journal
Kiosk
K-W-L Chart
Learning Center
Light Show
Limerick
Mind Map
Mini-book
Mobile
Mural
Musical Composition
Newsletter
Newspaper
Oral Presentation
Panel Discussion

Photo Album
Portfolio
Poster
Pro and Con Chart
Puppets
Quilt
Quiz Bowl
Radio Show
Recipe
Research Report
Science Experiment
Scrapbook
Sculpture
Shadow Box
Slide Show
Spreadsheet
Storybook
Surveys
Take Out Box
Timeline
Tour
Transparencies
TV Show
Venn Diagram
Video

Assignment Menu

Use this one after
reading a story.

Welcome to the Story Cafe!

Choose two different colored items from the menu

Red →	Speaking	Find a friend and tell them the main idea, characters and story setting.	Put the story events in order. Find a partner and tell them the order of events in the story.
Blue →	Writing	Write 2 sentences that tell what the story was about.	Write a list of 10 things you remember from the story.
Green →	Drawing	Draw a picture of 3 things that were in the story.	Make a poster that shows others about the story. Include 3 ideas from the story.

Assignment Menu

Use this one after
reading selected text.

Welcome to the Reading Response Cafe!

Choose two items from different rows on the menu

Speaking	Find a friend and tell them the main idea and three supporting details from the reading.	Put the events or topics from the reading in order. Find a partner and tell them the sequence of the reading.
Writing	Write a paragraph summarizing the reading.	Write a list of 10 details you remember from the reading. How do they add up to a main idea?
Drawing	Draw a picture of 5 things that were in the reading. Label each picture with a caption explaining its function in the reading.	Make a poster that shows others about the reading. Include a title that summarizes the main idea and 5 details from the reading.

Assessment Criteria

Skit

- ☐ Skit script well written including character dialog
- ☐ Script and skit included accurate information
- ☐ Group worked collaboratively and efficiently
- ☐ Skit was well rehearsed and presented

PowerPoint Presentation

- ☐ Visually appealing
- ☐ Key points summarized in large font
- ☐ Graphics are used purposefully
- ☐ Well organized
- ☐ Effective oral presentation

Great Resource – Carolyn Coil's book – *Standards-Based Activities and Assessments for the Differentiated Classroom* (2004)

Learning Contracts

Learning contracts can take many forms

First used with struggling or advanced students to customize a learning task

Used now in a broader perspective with the entire class.

Start with a standard

Used for a student or group of students:

- review an issue or topic
- set a goal that needs to be accomplished
- design a plan of action
- investigate an issue

Determine criteria for successful completion

Gives students the feeling of the power of choice but gives boundaries and expectations within those choices.

Helps students take responsibility for their learning and work habits.



Learning Contract for Group Project
Student Name(s):
Due Dates: Resources/Notes _____ Final Presentation: _____
Project Description:
Resources that will be used to gather information on the topic (choose at least three – list name or title of your source) ▪Book ▪Person ▪Video ▪Web Site ▪Journal/Magazine ▪Other
Take notes on what you learned from each source. Show notes to teacher.
Explain the tasks/activities you will do after you have researched the topic:
How will you share the results of your learning with the class? PowerPoint presentation Posters/Drawing Oral Report Video Skit
Contract Grade _____ Signatures Student(s): _____ _____ Teacher: _____ Date: _____

Sample Group Contract

Individual Contracts

Student Learning Contract Form

Student: _____

Subject: _____ **Date of Contract:** _____

What are you going to learn? List the skill(s).

How are you going to learn the skill(s)?

What things will you use to help you learn?

How will you show your teacher that you know the skill?

Contract Grade: _____

Check Up Date: _____

Date when you will meet with your teacher part way through the contract to see how you are doing.

Finished Date: _____

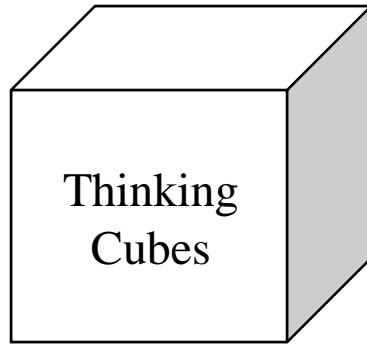
Date when you need to be done and are ready to show your teacher what you learned.

Student Signature: _____

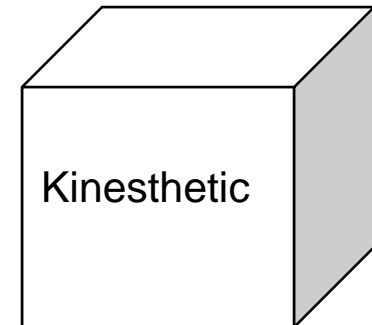
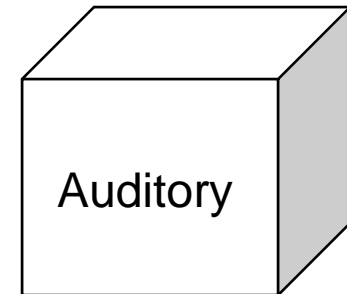
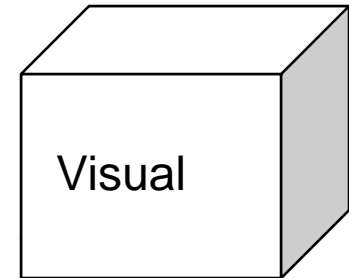
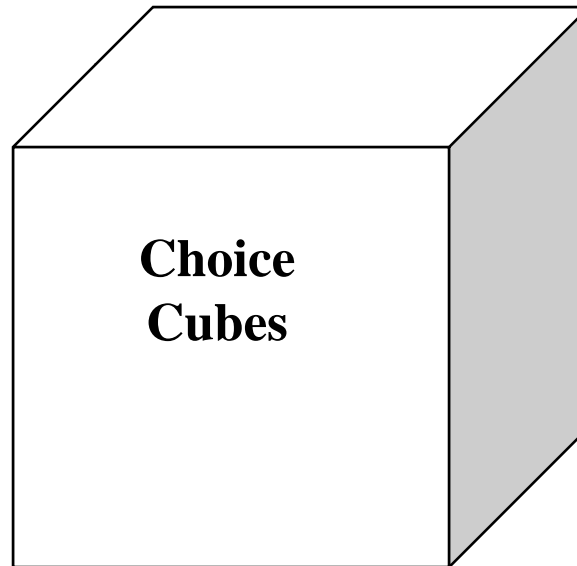
Parent/Guardian Signature: _____

Teacher Signature: _____

Thinking and Choice Cubes



Who?
What?
When?
Why?
How?
Which?



Learning Styles

Tiering

Tiering Assignments

- Start with standard
- Large group instruction
- Determine readiness/levels/interests
- Tier (usually three levels) of assignment for deeper understanding and practice



What can be tiered?

- Assignments
- Activities
- Homework
- Learning Centers
- Experiments
- Materials
- Assessments
- Writing Prompts

Different Ways to Structure Tiers

By Challenge Level – Bloom's Taxonomy

From knowledge, comprehension, application, to analysis, evaluation, and synthesis
(from placing information learned on a chart...to...comparing and contrasting...to
using the information learned to create something new)

By Complexity

From simple to complex (reporting information on an issue/topic ... to... reporting
different points of view on an issue/topic...to... determining a position on an issue
and presenting a convincing argument to defend that position)

By Resources

Choose materials at various reading levels and complexity of content

By Process

From basic tasks to advanced tasks (Research consumer information about a product
and report findings ... to ... establish criteria for purchasing a product based on
information learned about the product...to...interview 3 people who have
purchased the product and identify the criteria they used in making a decision when
purchasing this product and drawing conclusions)

By Product

Ex. Verbal/linguistic; visual/spatial; logical/mathematical; bodily kinesthetic; musical
(student products reflect their learning preferences and interests)

Web Site with Tiered Assignments

**See Indiana State DOE web site
with tiered lesson samples:**

[http://www.doe.state.in.us/exceptional/gt/tiered
curriculum/welcome.html](http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)

http://www.doe.state.in.us - Tiered Curriculum Project - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Grade Level	Differentiated by Readiness	Differentiated by Interest	Differentiated by Learning Styles
Kindergarten	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
First Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Second Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Third Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Fourth Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Fifth Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Sixth Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Seventh Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts
Eighth Grade	Math Science Language Arts	Math Science Language Arts	Math Science Language Arts

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Lesson Tiered by Interest

Language Arts Grade: Kindergarten

Standard: Ideas to Include in a Story

Tier I: Students interested in Zoos

Today we are going to share ideas about what happens at the zoo. We want to come up with five ideas about what happens at the zoo. If you were an animal at the zoo, what do you think happens when you wake up in the morning? What ideas do you have that might happen next? What else might happen? Now, can we arrange these ideas to tell a story?

Tier II: Students interested in *Playgrounds*

Today, we are going to share ideas about what happens on the playground. We want to come up with five ideas about what happens when we play on the playground. Think about going to the playground. What happens first? What else happens? Let's think of some more ideas. Now let's arrange these ideas to tell a story.

Tier III: Students interested in *Basketball games*

Today we are going to share ideas about what happens at a basketball game when we go to watch. We want to come up with five ideas about what happens at basketball games. Think about going to a game; what happens first? Let's think of some more ideas. Now, let's arrange these to make a story.

Lesson Tiered by Readiness

Mathematics Grade: First

Standard: Fractions and Decimals

Tier I: *Basic Learners*

Using paper circles (pizza) and squares (sandwich), in pairs students determine how to share the food equally and illustrate by folding the paper. Have two pairs determine how they can share equally with four people. They can cut the parts and stack them to see if they match. Have the quad repeat the process for sharing a paper Reese Peanut Butter Cup equally with three people.

Tier II: *Grade Level Learners*

Using paper circles (pizza) and squares (sandwich), in triads have students determine how to share the food equally and illustrate by folding the paper. Have two triads determine how they can share equally with six people. Have the group of six repeat the process for sharing a paper Birthday Cake with twelve people. In each case, they can cut the parts & stack to match. Have the group start with half a cake and divide equally for 3, 6, and 12 people.

Tier III: *Advanced Learners*

Using paper rectangles (sandwich) and triangles (slice of pie), in pairs have students determine how to share the food in three different ways to get equal parts. Have them illustrate by folding the paper. The pair should also answer the questions: Are there other different ways to divide each shape equally? How many ways are there? Have the pair determine which shapes - circles, squares, rectangles, triangles- are easier to divide evenly and illustrate why with a particular food of their choice.

Lesson Tiered by Learning Style

Science Grade: Third

Standard: The Water Cycle

Tier I: *Visual Learners*

These students will read the story, Cloudy with a Chance of Meatballs by Judi Barrett and relate the ideas in the book to the water cycle by visual means, such as a chart or concept map.

Tier II: *Auditory Learners*

These students will read the book, A Drop of Water Around the World, ISBN: 1-883220-72-6 and present the ideas through a radio broadcast, play, or readers' theater. They should emphasize the parts of the water cycle.

Tier III: *Kinesthetic Learners*

These students will create a working model of the water cycle, using a clear jar, hot water, ice, and foil. They should design a way to explain what is happening in the cycle.

Final Thoughts to Ponder

“Meeting the Needs of All Learners”
in its simplest form means
that you are consistently and
proactively creating different pathways
to help all your students be successful.



Your Turn...



Think about how you can help meet the needs of all learners by using the best teaching practices we have discussed. How can you an apply these strategies to your unit?

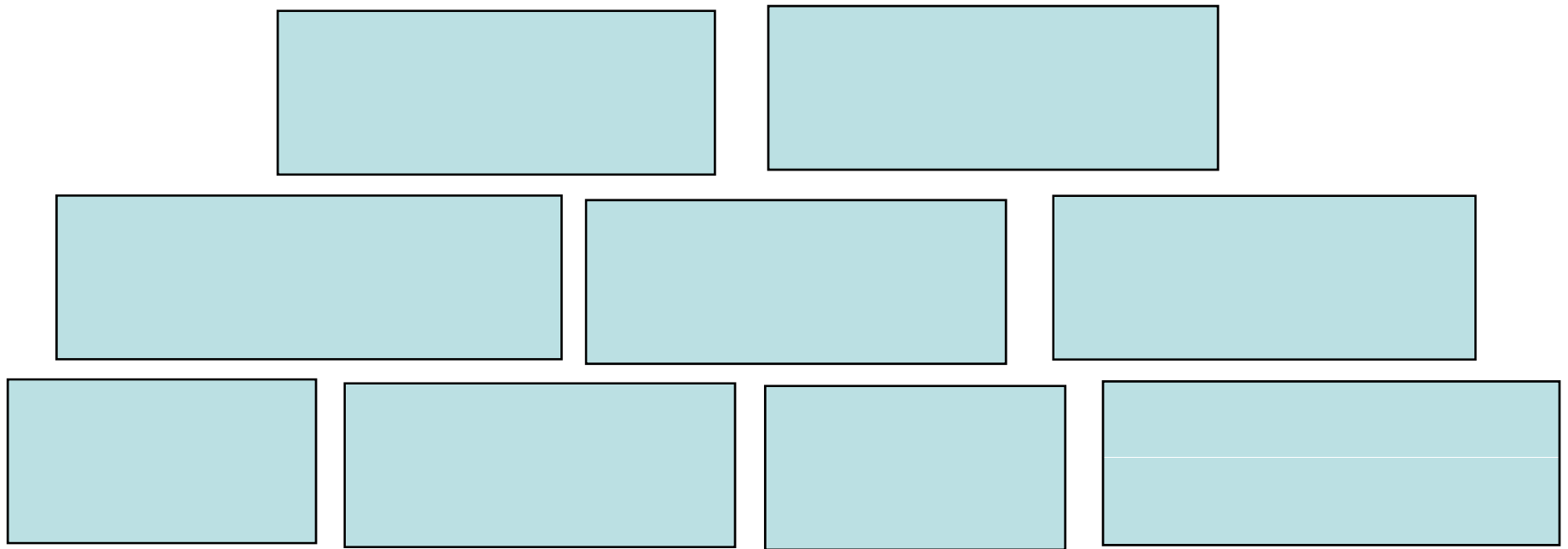
Choice Board

Differentiated Instruction Assignment

<p>1. Multiple Intelligences List ways that you can incorporate all 8 MI's specifically with your unit topic.</p>	<p>2. Menu Choice Board Create a menu choice board for students to select unit related skills or reading response activities.</p>	<p>3. Learning Styles Create ways that you will provide experiences in your unit for visual, auditory and kinesthetic learners. List 3 ideas for each learning style.</p>
<p>4. Tiered Skill Lesson Create one tiered lesson for one skill in your unit. Include a way to teach the skill for: Below grade level On grade level Above grade level</p>	<p>5. Scaffolding Describe five ways that you will use scaffolding strategies in your unit topics/skills.</p>	<p>6. Remediation/Enrichment List 5 ways you will remediate the content or skills in your unit. List 5 ways you will provide enrichment for students who already know the content or skills.</p>
<p>7. Tic-Tac-Toe Assignment Create a tic-tac-toe assignment board to use with your students in your unit.</p>	<p>8. Culturally Responsive List 6-8 ways that you could make learning experiences more culturally responsive through the use of literature, guest speakers, parent communication or involvement, famous people, field trips, etc.</p>	<p>9. Cubing Create a cube with various response choices, skills, learning styles or MI's.</p>

It's Time for

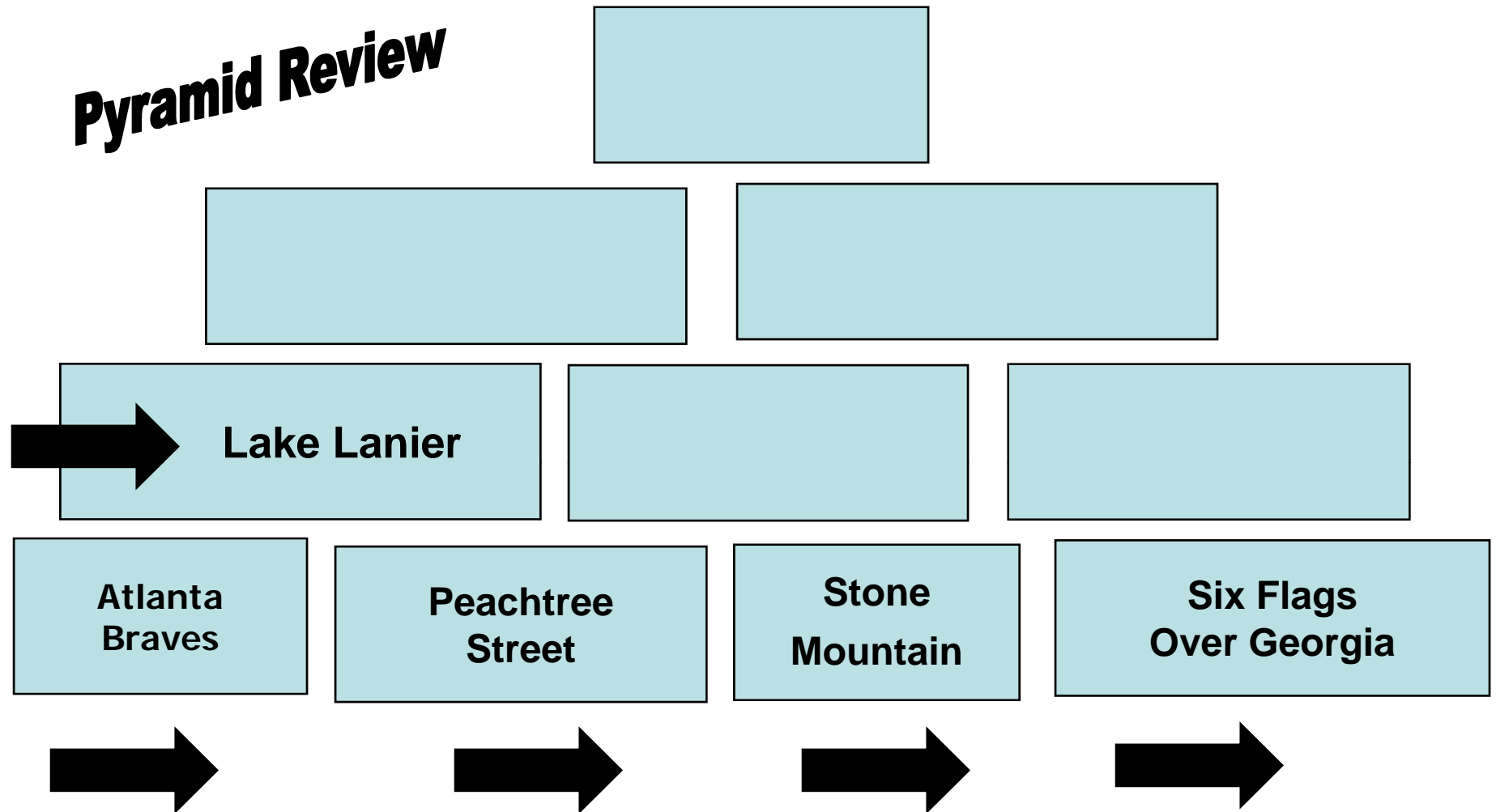
Pyramid Review



Let's review

- 1's turn so your back is facing the screen.
- 2's turn so you can see the screen.
- When the slide comes up, start at the bottom left and go across giving clues to your partner. When your partner gets a word, give the next clue until you have reached the top of the pyramid.

Pyramid Review



1's turn so your back is facing the screen.

2's turn so you can see the screen.

When the slide comes up, start at the bottom left and go across giving clues to your partner. When your partner gets a word, give the next clue until you have reached the top of the pyramid.

Let's do the REAL pyramid review!

- 1's turn so your back is facing the screen.
- 2's turn so you can see the screen.
- When the slide comes up, start at the bottom left and go across giving clues to your partner. When your partner gets a word, give the next clue until you have reached the top of the pyramid.

**Differentiated
Instruction**

**Pyramid
Review**

learning
styles

multiple
intelligences

culturally
responsive

choice
assignments

cubing

scaffolding

remediation

flexible
grouping

tic-tac-toe
assignment

enrichment

What are you going to LEAF with?

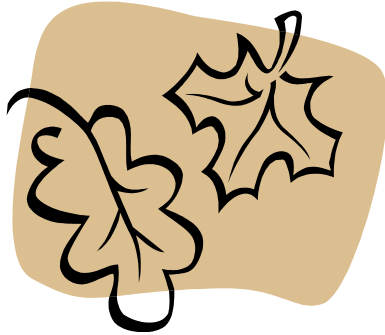


Draw a shamrock leaf....

Inside write some of the
main concepts that you
learned about
differentiated instruction.



What are you going to **LEAF** with?



Draw or trace a leaf....

inside write some of the
main concepts that you
learned about
differentiating
instruction.



Time for Some Review Entertainment!

1. Get with your brainstorming group.
2. Review the words/phrases from carousel brainstorming.
3. Have your reporter share the basic information from your two topics.
4. Get ready for our Wheel of Fortune team game!



Wheel of Fortune



1. Each team needs a score keeper.
2. Each team sends up a person to spin the wheel to see how many points.
3. They choose a question card.
4. The team has 20 seconds to come up with the answer.
5. If the team gets it right they get the number of points.
6. The team with the most points wins.